Formative Evaluation of the Education for Diversity Project between Harmony Hill, St' Joseph's and St' Aloysius Primary Schools
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A Case Study in the Transformation of Schooling in Northern Ireland for a Shared Future

Ron Smith & Una O'Connor

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ACKNOWLEDGEMENTS

1.0 INTRODUCTION

The foundations for the Education for Diversity Project (EDP) have been built, in part, on established relationships and a strong commitment to cross-community contact[1] within all three schools - Harmony Hill (HH), St' Joseph's (SJ) and St' Aloysius (SA). However, the project also represents a significant development to existing community relations education within all three schools. By supporting and encouraging each member of staff to take part in contact work, the aim is to provide each child with a contact experience at some point during every year of their primary schooling. This *whole-school approach* has been purposely set alongside the forthcoming statutory citizenship strand of the revised Northern Ireland curriculum. Furthermore, to reflect the fact that inter-school professional collaboration is an integral design feature, the EDP is referred to as a *shared whole-school approach* to dealing with diversity at the primary stage.

Since the project was presently mid-way in a three-year funding cycle, the steering group considered it timely to undertake an evaluation. The interim report is structured around the following sections:

Section 2 locates the EDP within its wider institutional and policy contexts;
Section 3 provides an overview of individual school contexts;
Section 4 is a methodological section that includes a brief overview of the evaluation (or research) questions; the research design and sampling procedures; the specific methods or tactics adopted.
Section 5 presents the key findings of the evaluation. These findings report the strengths of the project as well as the issues/challenges to development.
Section 6 sets out a series of recommendations for the future sustainability of the project; and Section 7 offers some concluding remarks.

2.0 THE EDUCATION FOR DIVERSITY PROJECT

2.1 The Development of the Project

The EDP has been rooted in some genuine transformative aspirations. The rationale for the development of the project was grounded in a professional acknowledgement that children in the three schools had hitherto a limited experience of community relations. Initially, the EDP was devised in a way that would not place additional curricular expectations onto teachers. For this reason, it was strategically developed to correspond with the imminent requirements of the revised curriculum, and was presented as an integral initiative that would facilitate a progressive process of whole-school change. For some teachers, the project represented an extension of their existing professional relationships in community relations work, particularly the Schools Community Relations Programme (SCRP). For others, however, it represented new and potentially uncertain territory. Inevitably, then, there were different starting points and states of readiness for the staff of the three schools in, what was acknowledged by all involved, as an ongoing personal and professional experience.

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[1] Through involvement with the Schools' Community Relations Programme or SCRP - formerly the Cross - Community Contact Scheme.

Additionally, the three-school collaboration was rooted in some very pragmatic considerations. Specifically, given the size of the student population in HH, and the focus on cross-community contact, a partnership with two other schools from the Maintained sector was viewed as necessary to ensure representativeness. The project was also viewed as an opportunity to build bridges between the two Maintained schools whom, because of local demographic changes, found themselves in intense competition for Catholic students.

2.2   The Management

The management of the EDP is a composite arrangement, comprising the governors, principals and EMU co-ordinators from each school. The governors are all reported to be very supportive of the project and recognised the need for additional staff development and training in order to raise awareness about its relevance and significance. The Principals work at the strategic level and oversee the managerial requirements of the project. The three EMU coordinators hold day-to-day leadership and management responsibilities for the development of the project; the year leader is also identified as having an extremely important role. The co-ordinator's role is perceived to be that of internal advocates and advisors/mentors to other teachers within the school. A steering group meets approximately twice-termly; membership includes, in addition to the above mentioned school staff, representatives from the local Education and Library Board (SEELB), the Department of Education Community Relations Branch, the Director of the International Fund for Ireland (IFI) Community Bridges Programme and a HH governor who is also a project consultant.

The overall aims of the project are articulated in terms of enriching school experiences for both children and adults, and helping to equip children, both personally and socially, for life in Northern Ireland's transforming society. This was to be achieved by developing existing partnerships between the three schools and developing the scope and impact of EMU - particularly the contact dimension. The original project objectives, outlined in the IFI and DE applications, are included as Appendices 1 and 2.

2.3   The Practice

The 2003-2004 school year had been intended to be the first for the project, but this was delayed due to difficulties accessing funding. However, during this period, the Principals and coordinators met to advance their ideas. During November 2003, an exceptional closure day around the theme of children's emotional and social development enabled the staff of all three schools to meet together for the first time. This meeting facilitated the promotion of the project within the Personal Development strand of the revised curriculum.

The project began officially during September 2004. This included an opportunity for across-school year groups to meet and begin the initial process of planning student activities. A few months later, in advance of the actual programmes being undertaken by the children, each year group took part in a further day of lesson preparation. A similar pattern of planning and preparation took place during the second year of the project. Programme outlines for years one and two are included as Appendices 3 and 4.

2.4   The Financial Assistance

The Board of the IFI approved financial assistance in the form of grant aid not exceeding £100,000. This was subject to meeting the aims and objectives of the proposal, as well as the delivery of regular monitoring and reporting returns. In addition, the Department of Education (DE), under the Community Relations Core Funding Scheme (2004-2007), agreed to fund the project up to a maximum of £41,000. The DE considered the project to be a pilot for the primary sector, and set as criteria for funding, performance targets such as the production of a resource suitable for dissemination to other schools. The DE also gave separate consideration to funding some resources in each of the three years; it was agreed that the SEELB would act as a gatekeeper to the Core Funding Scheme and disseminate monies through its Schools Community Relations Programme.

3.0   THE SCHOOL CONTEXTS

Harmony Hill is a controlled school that strides the Belsize Road and Moss Road, Lambeg. The socio-economic status of the school is described as mixed, the catchment including both a range of suburban and public housing. The school population includes a small number of children from the non-dominant community, as well as Chinese, Hindu and Muslim traditions. There are also a significant number of children from army families, although, as the numbers of troops stationed in Northern Ireland decreases, this becomes a less reliable constituency. Over the past few years, the local area has witnessed a significant increase in the display of unionist/loyalist flags and symbols during the summer marching season. In addition, HH is one of the pilot schools for the new Personal Development programme within the curriculum review, and is cooperating with the Council for Curriculum, Examinations and Assessment (CCEA) on the trialing and development of appropriate materials.

St Joseph's is a Catholic maintained school located in close proximity to the city centre. The students represent a range of social backgrounds; a small number live across the Queensway in a predominantly Protestant area of the city. During the summer period, this district would experience high levels of tension and there would be significant displays of Unionist/Loyalist flags and symbols.

St Aloysius' primary school is a Catholic maintained school situated on the periphery of the predominantly Protestant Knockmore housing estate. Like HH and SJ, the socio-economic status of the school population is described as mixed. Some children, for example, attend from the Pond Park Road area where housing prices are described as very high[2]. On the other hand, the school has a catchment of children from families, including one-parent families, whose circumstances could be described as economically very poor. The majority of parents are reported to be very supportive of the school and hold high ambitions for their children.

4.0   METHODOLOGY

As stated previously, since the project was mid-way through a three-year funding cycle, the steering group considered it timely to undertake an evaluation (see,

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[2] Average house prices approximately £300,000.

Appendix 5, Terms of Reference). The evaluation was primarily intended to be formative, with a view to informing the development of the project over the next 18 months and its potential as a long-term sustainable programme within the three schools.

4.1   The Research Questions

The evaluation focused on a number of specific aspects of the project as the focus for data collection; this included the settings, the plans, the action and the results. The following research questions were derived (not in order of importance):

- What is the practice?

- What do participants perceive to be the strengths, the weaknesses, the areas for improvement, the factors helping or hindering practice, and, the next steps for the project?

- To what extent have the planned aims and objectives of the project been met?

- To what extent has the project built the capacity of the project schools to instigate, implement and absorb school improvement for diversity in education?

The following sub-questions were also derived:

- How committed are teachers to the EDP and what is their perceptions of control over it?

- How do teachers feel about the change brought about as a result of the project?

- What light can evaluative enquiry throw upon the impact of change on individual teachers?

- What, if any, professional development needs do teachers identify as a result of participation in this project?

- What are children's experiences of learning within the EDP?

4.2   Methods of Investigation

Analysis was based on the singular insight and perspective of key participants in the project. Participants were selected following discussion with the steering group. The main method of investigation was the focus group interview using a semi-structured approach. An interview guide specifying a small number of open-ended questions was prepared in advance (see Appendices 6, 7 and 8). Focus-group sessions, lasting approximately one-hour each, were held with the following participants:

- The Principals[3]

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[3] Two interviews each.

- The Coordinators[4]
- The HH, SJ and SA teachers[5]
- The HH, SJ and SA students.[6]

The evaluation was completed over a three-month period between March and May, 2006. Research contact was made with a total of fifty-one individuals and produced approximately 16 hours of audio-tape recordings on the themes of the study. In addition, data was derived from individual teacher's interviews[7], individual interviews with representatives from the Education and Library Board, telephone interviews and other relevant tools of enquiry (see Appendix 9).

5.0 KEY FINDINGS

The challenges of developing a whole school programme can generate complexities that are often inter-related and that impact individually and collectively on the implementation of a programme. Some issues are influenced to a greater or lesser extent by associated factors, and so many of the findings cannot be assumed to sit in isolation. For the purpose of transparency, the findings are presented thematically as indicators of the strengths of the project and issues for its future development. **As** stated, in some instances an identified strength may be reported also as a converse challenge. This observation is important, since it offers a complete representation of the findings of the project and also illustrates the differing attitudes and/or perspectives of those involved. For this reason, it is a useful benchmark of professional needs and an indicator of, what may have been, previously assumed professional consensus.

5.1 THE STRENGTHS OF THE PROJECT

5.1.1 The Structure

- The formally appointed leaders of the EDP are very committed to higher educational goals that were truly moral in transforming children's lives, and building a better world for future generations in Northern Ireland.

- The EDP is visibly compatible with, and has the potential to offer tangible exemplars for meeting, within primary education, the policy objectives and priorities of A Shared Future (ASF).

- There was universal agreement that a significant area of strength for the project was the relationships, organisation and teamwork that had developed, over a number of years, between the project coordinators. Their commitment to the work, their enthusiasm, and organisational abilities, were very evident during the period of this evaluation.

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[4] Two interviews in total.
[5] One member of staff from each year group; in other word, 7 participants in each focus group.
[6] Given the sensitive nature of the subject matter, approval was sought regarding the questioning of students. Eight year 7 students from SJ and SA, and eight HH year 6 students took part.
[7] One-hour interviews with 1 member of staff from each school.

- Equally, the contribution and commitment of other teachers was firmly acknowledged. This included not only teachers with previous experience in community relations work, but importantly, also those who hitherto had little or no involvement in this area.

- Significantly, the programme of staff development has actively sought to include support staff within the remit of a whole-school project. This has been considered a positive and valuable outcome of the EDP.

- Through their actions, the project coordinators modelled very effective and sensitive cross-community collaboration and partnership, and demonstrated high commitment to school-based community relations.

- All three schools have clearly referenced the EDP within their own school development plans. Importantly, each school has provided parents with annual reports about the project.

- The formally appointed leaders have embraced an approach to multicultural education that includes recognition of the need to address controversial and sensitive issues. In addition, there was recognition of a need to go further than acknowledgement of similarity and difference in order to embrace a critical pedagogy that didn't avoid controversial/sensitive issues.

- In each school, some year groups have had the opportunity of addressing issues relevant to community divisions within Northern Irish society.

5.1.2 Achievement of objectives

- Participants mostly agreed that all of the original objectives had been achieved. However, they were clearly aware that some objectives had yet to feature strongly in their practice, for example, reviewing and modifying their individual school EMU policies and engaging in development work with governors, non-teaching staff[8] and parents.

- There is little doubt that the number of SCRP's have increased as a result of the project. Practice was also reported to have included sessions designed to engage children directly with meanings and discourses about their own group identities and that of others in Northern Ireland[9].

- Community relations objectives were reflected within an explicit programme of teaching about difference and cultural diversity.

- In the main, outside tutors appeared to have facilitated high quality curriculum experiences.

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[8] Non-teaching staff had been invited to the second exceptional closure day.
[9] The evaluators observed one morning session on emblems, flags and conflict -skilfully facilitated by Community Relations in Schools (CRIS).

- There was some evidence of continuity and progression in community relations objectives within the planned curriculum.

- Evidence documenting the extent to which children liked or disliked their planned activities was extremely impressive and was a strong feature of the project.
- Comprehensive and extensive evidence documenting children's responses to their planned activities extended to some three Lever arch files. Similarly, following the exceptional closure days, teachers completed comment sheets indicating satisfaction with different aspects of the planned activities.

5.1.3 Planning and professional development

- The centrality of learning in schools was something that all three Principals endorsed. In addition, the reported effectiveness of teaching within their schools and the skills of the staff in promoting children's general development were referenced (eg DE inspections).

- This emphasis was reflected in the teachers' responses to the 'change profile', where over 60% and 80% respectively of the SJ and HH teachers endorsed student learning as critical to what happened in school[10].

- The formally appointed leaders recognised the importance and centrality of teachers' own learning as a core feature in the management of change.

- The project encouraged, and provided, the necessary dedicated time for professional development; this included opportunities for professional networking on a cross-community basis.

- As evidenced by their ability to assess learning outcomes within the subject curriculum, teachers appeared to be very assessment literate.

- In this evaluation, individual schools had developed important cultural norms supportive of school improvement in general e.g. collegiality, support, openness, effective communication and supportive leadership. For example, in two of the schools, over 80% and 75% of respondents indicated that collaboration was a feature of their school cultures to either a 'considerable extent' or 'fair extent'.

- The evaluation data suggested that teachers had a moderate to high level of commitment to, and a moderate to high level of control over, school initiated change in general.

5.1.4 Children's learning

- Albeit that there were some variations between classes, documentary evidence suggested that the majority of contact encounters were positive experiences for children.

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[10] Missing data for SA.

- The children from all three schools were very articulate - the evaluation demonstrated how enlightening their insights and ideas were.

- With regard to their reasons for engaging in cross-community contact, over 50% of the students emphasised the subject-specific nature of their work.
- Dialogue concerning students' perceptions about the cognitive and social outcomes of contact suggested that just over half of them appreciated the subject-specific nature of the programmes. Furthermore, approximately 65% indicated that they appreciated the social nature of the programmes and the associated opportunities for friendship.

- Anecdotal evidence on the contact dimension of the project and the influence of contact on 'relationship-building' endorsed the effectiveness of the project and provided examples of continued pupil relationships outside school and recollection of other pupils' names.

- The schools are currently using ICT to facilitate cross-cultural linkages between themselves and schools in the Republic of Ireland (Dissolving Boundaries Project) and themselves and Europe (Comenius Project). This has provided a useful tool for contact with, and dissemination to, other schools.

- Additionally, the soon to be launched EDP website, and the existence of networked communities, was acknowledged as an excellent opportunity to work on identity issues in a virtual learning environment, without the expense of transport organisation and outside rental costs.

5.2   ISSUES FOR DEVELOPMENT

5.2.1 Policy and management

- Practical problems associated with the organisation and management of the project were raised at various times throughout the study. These included: the demands made on certain school facilities; the large numbers of students involved in contact events; differences, across the three schools, in teacher expectations about appropriate student behaviour during break times; maintaining the continuity of teachers within any one year group; and the time demands placed on one of the Principals who held responsibility for all financial matters.

- Due to the current terms and conditions of the IFI funding strategy, the project's strategic action plan - described as a 'logical framework' - excludes the specification of student learning outcomes. The nebulous place of student outcomes, and their omission from the logical framework, limits the opportunity for the clear articulation of student outcomes unless other operational (funding) partnerships are in place (in this instance, the DE Core Funding programme).

- There was some difficulty in interpreting the unconventional use of action-planning language in the logical framework, for example, terminology such as 'indicators of achievement and value' and 'means of collecting and presenting

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the indicators'. Existing indicators of success criteria (such as minutes of meetings and participant evaluation forms) did not wholly convey a strategy that enabled teachers to effectively monitor progress, since there was a lack of distinction between processes and outcomes.

- The baseline evaluation undertaken at the start of the project referred to the number of cross-community contact programmes historically engaged in between the schools. Although this provided a simple starting point for measuring progress in relation to one of the objectives (the number of planned SCRP), it did not provide a useful or meaningful baseline to help determine progress in relation to the other identified objectives.

- Lack of staff awareness of the written plan minimises its status as a working document and conveys limited representation of shared ownership.

- The schools had yet to appoint a designated governor with responsibility for the project.

5.2.2 Achievement of objectives

- The EDP teachers held differing conceptions around the projected goals of the project. Across the three groups of teachers, there was most agreement on the importance of a positive attitude towards different cultures and having the skills to explore important issues, but less agreement on the importance of being able to discuss the conflict in Northern Ireland. In particular, some Key Stage 1 teachers considered that this goal was inappropriate for younger children.

- There were differences between the year groups in how teachers perceived the contact dimension. One teacher suggested that some year 5 children had mixed very well with the children from other schools and consequently had benefited socially. On the other hand, another teacher noted that there was little or no interaction between all three schools, while a further commented a preference for greater interaction and ice-breaking activities.

- Although there was evidence of raised social awareness, there was little evidence that children had generalised their views about friendly individuals to individuals as group representatives, or had developed more elaborate conceptions of friendship – for example, only one focus group of children had remained in contact via text.

- The coordinators and Principals strongly considered that whole-school involvement encouraged much needed continuity within the contact experience. Some teachers, however, were concerned that the infrequency of contact could only provide a short-term impact that could not endure over the intervening period.

5.2.3 Curriculum planning, assessment and professional development

- Although the evaluation of children's immediate impressions suggested an impressive account of practice, existing documentation tended to represent an accountability rather than formative assessment function.

- Some teachers expressed concerns about limited opportunities to meet, discuss and reflect on how planned activities had been actually received or taken-up by the children. These teachers considered the opportunity for formative assessment crucial for the improvement of teaching and learning.

- There was some evidence that, although teachers in the EDP successfully developed clear learning outcomes and creative assessment procedures for other areas of the curriculum, this was less apparent in the area of education for diversity.

- The issue of limited professional experience of the personal preparation work required for sensitive issues arose at numerous times and stages throughout the evaluation. It is a reminder that a sustainable model of education for diversity depends crucially upon teacher development.

- Across all three schools,[11] most teachers considered themselves to have a moderate-high level of commitment to, and moderate-high level of control[12] over, school initiated changes in general. However, there was approx 10%, of teachers, who neither felt such commitment nor perceived themselves to have mastery or control over internally initiated change in general.

- The feelings of individuals towards the management of change associated with the EDP revealed significant differences between the three institutions in overall feelings about the change associated with this particular project. Approximately half the respondents in at least two of the schools suggested a commitment to change. However, a notable level of pessimism and cynicism was also reported by some respondents during this exercise.

5.2.4 Assessing, recording and reporting children's learning

- The documentary evidence provided by teachers suggested that the majority of contact encounters were positive experiences for children. However, variations were reported between classes, and consequently within and between programmes.

- Less evidence was available concerning the nature of the learning on offer to children, nor the extent to which the teachers themselves had become more empowered to engage with controversial issues within the curriculum.

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[11] Sample involved 18 teachers.

[12] Control refers both to the ability of teachers themselves to adapt and modify a change, and to their ability to manage its effectiveness within classroom contexts.

- Less than half of teachers interviewed agreed that 'encouraging students to engage in the discussion of controversial issues related to living in Northern Ireland', was an area where they had an INSET need. Furthermore, only 14% suggested that it was 'crucial to promote children's reflective engagement with their own backgrounds and that of the other main ethnic and cultural group'.

- At times, participants were predisposed to forget to separate out impacts resulting from involvement in the project, and impacts derived from other events/activities - such as those that preceded the project. In relation to objectives such as "building *stronger* partnerships/collaboration between teaching staff, when probed, participants would often remark that strong partnerships existed between some teachers before the project started.

- A number of the objectives included several improvement targets in one statement (such as *time*, *support and training*). For this reason, it was difficult to ascertain what exactly had been achieved. For example, the coordinators reported that although the capacity to appoint substitute teachers had provided them with sufficient time to manage the project, they required ongoing professional development and support.

- A small number of teachers expressed the view that the schools were unlikely to have a major impact in the face of home background or social class, while other teachers expressed concerns over how far they could proceed in this domain of learning in the face of possible parental opposition.

- Children in this evaluation were not afraid or unable to discuss issues surrounding education for diversity. However, it was interesting and relevant to find that the children appeared to have limited understanding of the language of diversity. Only one child was willing to explain sectarianism,[13] and, concepts such as prejudice, stereotyping and scapegoating appeared unfamiliar.

6.0   RECOMMENDATIONS: THE WAY AHEAD

It is clear that this is a project with a significant number of productive, informative and sustainable strengths. However, a number of issues have also been identified that merit consideration. It is acknowledged that some of these issues are readily recognised by the project team. However, a collective representation of the issues for development may provide a useful and accessible benchmark by which to chart progress and change over the next 18 months. It should also be noted that there was evidence, throughout this evaluation, of some of the tensions and paradoxes facing professionals who find themselves working in wider policy environments that are at odds with their own aspirations. The complexities of the education system that continually presents teachers and leaders with contradictions that are not of their own accord, but which they must find ways of resolving, have to be acknowledged. These, inevitably, will impact on the schools' capacity for sustained engagement with the project. For this reason, a series of policy recommendations is also included.

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[13] Even though the tragic death of a Ballymena schoolboy, as a result of sectarian bullying, was very much in the news at this time.

Although these do not constitute a school responsibility, it is important, nevertheless, that are articulated within the overall recommendations of the project. The impact and expectations of wider educational and social policy exerts a critical influence on the capacity of schools to undertake and commit to a project grounded in whole-school development.

The following section, then, will present a series of recommendations which may usefully inform the future scope and direction of the EDP. This is by no means a definitive or immovable list. It is acknowledged that some of the recommendations will have greater weight than others within the priorities of the project schools; equally, some have already begun to be addressed. However, the recommendations represent a series of immediate and long-term goals that are specific, both to the unique contexts of the schools and to the developmental and progressive nature of the project, and around which the membership of the EDP may wish to prioritise their planning and implementation over the next 18 months and beyond.

6.1 Recommendations for the management of the project

- It is already acknowledged that a degree of conceptual confusion exists around some fundamental issues relevant to education for diversity. Lasting improvement depends upon the development of a shared understanding of underlying beliefs. In order, then, to address the capacity of the project for sustainable development and its potential to act as a model for others, there is a need to focus on the professional cultures within each school.

- Over the next 18 months, the project leadership and management should consider strategies to develop a capacity for sustainable development. This might include:

    o A collective review of the project's mission, aims and objectives;
    o A clarification, for all key stakeholders, of the projects' basis in transformative educational goals;
    o An acknowledgement of, and resolution to, address some fundamental issues relevant to teaching for diversity over which conceptual confusion exists.

- There is a need for individual institutions to continue to develop underlying conditions, such as: collegiality, continuous improvement, lifelong learning, risk-taking, trust, support and mutual respect. Equally, within each of the project schools, work should continue to develop cultural norms that are supportive of school improvement rather than bureaucratic norms. The tools used in this evaluation could prove helpful in terms of monitoring and evaluating those processes within individual organisations that have the potential to limit the capacity to learn about difference.

- Consideration should be given to the development of a revised, coherent and staged action plan for the project that is endorsed by teachers, students and parents incorporating: details of targets set, actions to be taken, staff involved, timescales, resources required, success criteria and the processes to be used to

monitor and evaluate. One suggestion is planning for improvement following a *Do - Review - Learn -Apply* cycle (Appendix 10).

- Consideration should now be given to the clear attribution of a discrete identity to the EDP. This is timely for two key reasons:
  - Although the introduction and position of the EDP through a subject-specific focus performed a relevant and necessary function, it is important, for the integrity and identity of the project, that it is now viewed and presented as an independent yet inter-related element of whole-school planning and development;
  - The discrete identity of the project demonstrates the schools' strong commitment to take forward a meaningful programme in diversity. This is important, since current critiques of the proposal to include citizenship education as a Personal Development strand within the revised curriculum is grounded in some concern that greater attention may be given to the softer elements of Strand 1 of Personal Development, 'Personal Understanding and Health', to avoid the potentially more contentious issues inherent in strand 2, 'Mutual Understanding in the Local and Global Community'.

- A designated EDP governor should be appointed from within the governing bodies of each school. This appointment, by necessity, should carry a commensurate expectation to participate in CR training.

- The existing collaborative partnerships with parents should be nurtured in order to benefit the planning, development and implementation of student learning. This might include working with focus groups of parents to explore relevant themes for a local and global citizenship curriculum.

6.2   Recommendations for planning and practice

- Consideration should be given to review the project objectives and reassess the articulation of pupil outcomes for the next 18 months. This is borne from some of the findings which suggested major differences in participants' understandings and interpretations of certain elements of practice. These include:

  - The way in which participants positioned the contact dimension within diversity education. That is, as either *'the'* main way of achieving a community relations curriculum in N. Ireland[14], or, as '*one context'* for making a contribution to such a curriculum.

  - The willingness and capacity of teachers to encourage open discussion within schools on the causes and consequences of social division. In the past, this has been identified as the fundamental problem at the heart of school transformation for peace in Northern Ireland. It also remains a concern in the rolling out of new generation citizenship education.

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[14] The position, as we understand it, of at least two of the Principals and two coordinators.

- The developmental plan is the most obvious instrument in which to prioritise the objectives of the project and set down corresponding professional expectations. It should, by necessity, include strategies to:

  o Raise awareness about the contextual constraints that discourage open discussion around the controversial/sensitive issues;
  o Develop the capacity of teachers to assess and evaluate community relations work;
  o Raise teacher's awareness and understanding of the social, cultural, political and educational expectations of /aspirations for difference, inclusion and exclusion.
  o Promote the relevance of the EDP within the context of a **whole** programme rather than Catholic/Protestant.

- A major criterion for the leadership of this project will be to support and encourage teachers to extend their present collaborative work in an action-centred and classroom-based sense. It is worth stressing at this point, that teachers often overlook their best resource - which is themselves. Research has shown that the form of teacher collaboration most likely to lead to significant change is joint working such as team teaching, joint observation and action research.

- The positive social and academic impact of schools on communities should be sustained and further developed. However, the role and influence of the home and community cannot be overlooked. The voices of parents in school-based community relations work can provide a very powerful practical source of support for school improvement. There is some merit, then, to explore possibilities for work with focus groups of parents to identify relevant themes for a curriculum in local and global citizenship that improves teaching and learning for all students.

6.3 Recommendations for whole-school planning

- The EDP articulates a model of whole-school development - with whole-school meaning the involvement of every teacher and every student. The evidence suggests that, rather than a whole-school *approach*, the project illustrates whole-school *involvement*. There are a few possibilities for development :

  o Whilst it could be argued that direct inter-group experiences should be a statutory entitlement for every child, this may be neither a necessary nor realistic position at this time. As feedback from the children themselves suggests, a positive correlation between quantity of contact and quality of learning should not be an automatic assumption. This is an issue for collective dialogue amongst all the key stakeholders within this specific context.

  o Direct inter-group contact should continue to be one essential approach in community relations learning within the context of a local and global citizenship curriculum. Inarguably, it is appropriate to include

direct contact as and when relevant to the planned learning outcomes for children across a key stage - whether Foundation, Key Stage 1 or Key Stage 2.

- o Consideration, however, should be given to alternative options, including regular virtual inter-group contact through existing ICT facilities. In practical terms, this means that organising cross-community contact for whole-class groups, never mind whole-year groups, may not be necessary.

- o For this reason, consideration should be given to current staffing structures that take realistic account of schools' capacity to take the programme forward.

- o Input from external advisors and facilitators have already provided project members with valuable guidance and support. Given the nature and future aspirations of the EDP, the presence of positive, 'critical friends' is a crucial component for the future development of the project and should be maintained.

6.4 Recommendations for children's learning

- How students construct and explain what is happening to them, and how they see it, can tell us a lot about their past experiences and how to better support them in their future learning. This, by necessity, requires an articulation of explicit learning intentions that are specifically child-centred.

- The voice of the child should be embedded in the design of the education for diversity curriculum, where student involvement is seen as integral to the daily work and community of the school. The pupil voice has been a notable feature of the EDP. It is important that this remains a core feature of the project, and that pupil expectations and feedback is actively used to inform future planning and development.

- Despite whole-school involvement, the need for continuity of student involvement cannot be assumed. This was a particularly important issue and one that could easily be remedied by all teachers. One suggestion was that three or four-day blocks of contact far might be more satisfactory than the same number of days distributed over a number of weeks.

- The children's desire to experience everyday life in the other schools was well made, as was their suggestion about making greater use of computer-mediated communication (eg video conferencing, remote computer screens). The former raises the interesting possibility of, at some stage in the future, swapping classrooms for a period, and, even bolder still, teachers themselves - as opposed to the children - swapping schools for a short period.

- Some teachers expressed reservations about dealing with controversial issues with younger pupils. This reaction is consistent with other research suggesting that teachers quite often hold quite low, and unfounded, expectations

concerning primary school children's ability to understand the Northern Ireland social and political situation, or reflect upon important issues affecting their lives. With this in mind, consideration should be given to the following:

o In the course of the evaluation, there was evidence of pupils' ability to articulate their thoughts and insights on certain issues;
o The potential to explore controversial/sensitive issues should be given thoughtful and appropriate consideration for all age groups, within a learning culture of raised expectations of what children can assimilate;
o The development of teaching strategies that encourages children to generate alternative ways of talking, writing or representing could help them to develop a language of diversity. This, simultaneously, will challenge existing traditions of understanding and will offer new possibilities for action around controversial/sensitive issues.

6.5   Recommendations for assessment and evaluation

- In consultation with teachers, students and parents, there is a need to develop an agreed set of progressive *student learning outcomes* for the project. Initially, this should include a cluster of 'feeder'(shorter-term outcomes or indicators) that would allow the project to be evaluated in terms of its purposeful community relations work.

- Research evidence shows that formative assessment is an essential component of classroom work, and is a useful tool to raise standards of achievement. Formative assessment should remain a core feature of development and planning within the EDP. Priority should be given to the development of collaborative, creative, formative assessment strategies that record and report children's progress as local and global citizens. Since, from September, 2007, citizenship becomes a statutory strand for students in years 1 and 5, the assessment, planning and recording of students' work in this area should, in the first instance, become an explicit and identifiable component within the regular planning cycles for these year groups.

- Consideration should be given to the development of a self-evaluation approach in school improvement for diversity and social inclusion. This might include some of the self-evaluation tools and frameworks piloted in this evaluation.

- Self and peer assessment by students - who themselves should have a clear picture of the targets their learning is meant to attain – should be an important component within the information used by teachers as feedback for modifying teaching-learning.

- Opportunities to use and join virtual networks to support community relations outcomes for both teachers and students should be explored further. This might include the use of creative interactive role-playing software for producing pictures, storyboards, animations, movies, comics, handouts, posters and magazines.

6.6   Recommendations for professional development

- A sustained programme of professional development and support should remain a priority target for the remainder of this project. One suggestion is a programme of *sustained professional development and support* for a small group of teachers. This should include the project coordinators, and, if appropriate, teachers working with years 1 and 5, (2 & 6) - since from September 2007 citizenship learning becomes statutory for students in years 1 & 5 and, from September 2008, for students in years 2 & 6.

- This approach will facilitate future opportunities to cascade professional skills to other teachers in the school over the next 18 months and beyond.   In addition, schools would have the option of offering dedicated support and mentoring in the area of education for diversity to beginning teachers and ITE students.

- Consideration should be given to the development of greater congruence between the transformative aims of the project, and approaches to teacher development. One way forward would be to include a strong element of work-based learning and collaborative practitioner research, that is, professional development that is grounded within everyday work. This might include opportunities for teacher collaboration such as peer mentoring, work shadowing, team teaching, classroom observation (within and between schools), and exchanges between similar posts in different schools.

- Future CPD involving small teams of action researchers, in each of the three schools, could incorporate the following features:

  o The construction of learning programmes that involve taught elements, attendance at network meetings of action researchers, attendance at in-school and off-centre workshops, seminars and conferences;
  o The involvement of a wider support structure incorporating a partnership between schools, external facilitators, ELBs and Universities, where elements such as in-school mentoring, tutoring and independent monitoring are integrated;
  o The exploration of innovative accreditation arrangements. One option would be to offer (project funding permitting) enrolment on an appropriate higher education Masters course.

- Professional learning should be an *incremental project* involving opportunities for the *construction and integration of expanded personal and professional identities*. Any attempt by educational professionals to address issues of diversity, conflict and peace must address the ways in which those professionals, and their relationships with the communities they serve, have been influenced by wider social and political discourses.

- Professional development also needs to offer teachers potential sites to engage in critical reflection and discourse that *simultaneously challenge existing traditions* and offers *new possibilities for action*. Since an optimistic frame is essential to the successful implementation of specific innovations within

schools, there is a need, as part of any process of collective review of vision, aims, objectives etc, to explore in greater depth teachers' emotional responses to the management of change.

- Options may include, for example:

  o A space to help educators acknowledge and be at ease with difference; an exploration of social identities and group relationships and the significance of these for their professionalism; personal prejudices; awareness of other cultures; better understand and respond to oppressive language; explore doubts and ambivalences about their own competencies to deal with sensitive issues; explore and develop support mechanisms to sustain their own work commitment to peace with social justice within professional contexts.

  o A space where some deeply embedded and taken-for-granted beliefs, attitudes, assumptions, prejudices and suppositions that inform teaching can be safely subjected to *critical scrutiny.* e.g. beliefs about segregation, the voices of children and parents; and stereotyped views about children and young people's capabilities for understanding social issues.

  o Knowledge and understanding of the factors that promote and/or hinder effective learning and assessment for community relations. A CR-profile, (Appendices 11 & 12), may offer practitioners a research-based and practical tool to help them become more reflexively self-aware with regard to their lived practice and supportive of their professional learning.

6.7   Recommendations for wider policy

- There was common agreement that the project was unsustainable over the longer-term at current levels of financial input. Similarly, discussion on community relations funding revealed that much thinking now needed to be directed towards finding creative ways of financially supporting school-based community relations work that advanced the goals of ASF.

- ASF states that if some of the public expenditure costs of division could be recovered, then this might provide a windfall for investment in good relations building, or elsewhere across the public services. However, the expectations for shared schooling under ASF points inextricably towards the need for significant upfront investment by the Government, prioritised within the education budget.

- However, this raises another issue to do with the lack of an appropriate mechanism within the DE for financially supporting school-based community relations work at the whole-school or institutional level. At present, £3.9 million of the DE £1.955.3 million budget is allocated to community relations. This is used to fund four programmes: the School's Community Relations Programme (SCRP) administered by the Education and Library Boards; the community relations core funding scheme; the community relations youth service scheme and the cultural traditions programme.

- There is a lack of clarity around funds most relevant to compulsory schooling. The SCRP is intended to support student activity, whilst the core funding scheme is primarily designed to support voluntary organisations. Although a special arrangement with DE enabled the EDP to avail of core funding as a pilot programme, this is not normal protocol. As a funding mechanism, it may require clarification for future applicants.

- Although developed to initiate work with adults, the current funding arrangements of the IFI suggest a lack of compatibility with community relations practice with children. As an operational framework, this may be perceived as incongruous with the ethos and intention of a whole-school education for diversity programme. This is a policy issue that requires reconsideration.

- Consideration should be given to the establishment of a forum that would oversee and provide strategic support and funding for creative school-based work and innovative CPD ideas that advanced the ASF agenda. Any future re-constitution of the present Schools Community Relations Implementation Panel (for example, a *Good Relations Implementation Panel*) should seek to have a constitution built around collaborative partnerships with a range of key educational stakeholders such as the Good Relations Steering Group; the GTCNI Professional Education Committee[15] and experienced school improvement professionals from academic and educational support services.

7.0 CONCLUSION

There is little doubt that the EDP has had a significant impact on the three schools involved in this pilot project. Its introduction as a feature of broader curriculum requirements enabled the leadership to embed the project within an ongoing process of whole-school development.

The innovative and progressive nature of the work has been embraced by teachers and has led to some genuinely transformative experiences within each school. Most notably, this has included staff who were less certain of community relations work, as well as those already actively engaged.

It is intended that this evaluation will assist the management and membership of the EDP to collectively prioritise and plan for the next 18 months. This is a process whereby the existing strengths of the project should be considered alongside the recommendations in order to address the issues for development. In doing so, the journey towards whole-school development in education for diversity can continue.

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[15] Recently developed by the GTCNI to provide advice in relation to CPD - conceived broadly and inclusively.

APPENDIX 1

IFI Draft Project Proposal 3: Objectives

- To build stronger partnerships between the teaching staff teams in each of the schools;
- To provide opportunities for the sharing of good practice between the teaching staff teams in each of the schools, particularly in areas relating to EMU, Community Relations and Mutual Understanding in the Local and Global Community;
- To provide support and training to the teaching staff teams in relation to the more challenging or controversial issues which may arise through EMU, Community Relations and Mutual Understanding in the Local and Global Community;
- To increase the number of SCRP projects between the schools, and to begin to explore the more challenging or controversial issues together through some of these projects;
- To develop work with governors, non-teaching staff and parents that would further encourage and enable them to support the EMU ethos within each of the schools, and the partnership work between them;
- To enable a review and revision of the current EMU and other related policies within the schools;
- To provide the EMU coordinators with the necessary time, support and training in order to effectively co-ordinate and manage the project, with the assistance of the school Principals;
- To share the learning and good practice which emerges from this project with other primary schools in Northern Ireland and, specifically, with the post-primary schools to which the pupils move on.

(IFI Draft Project Proposal 3, 2003, p. 5)

APPENDIX 3

Overview of Year 1 Activities

Year	Activities	Dates	Tutors	Venue
2	Ice-breakers Cultural dance workshops Earthquake performance by Dance NI	18th February 8th April, 2005 15th April, 2005	Outside tutors Dance-NI	HH SJ; SA[16] Civic Centre[17]
3	Harvest thanksgiving /Halloween arts activities The story of St'Patrick (using big books and CD - Rom) Exchange of St'Patrick's Day cards Ulster Scots and Irish Ceili dancing	14th March 25th April	Outside tutors	Lisburn Leisureplex
4	The Chinese New Year Celebrations. Related activities - art, dance, storytelling, cookery.	3-4th February	Outside tutors	Lisburn Racquets Club
5	Egyptian Gods and Religion. Activities included - dance, music, art and craft.	March, 2005	Outside tutors	Lisburn Racquets Club
6	Multicultural Activity Day. Music, art, storytelling. Use of the "interlinks" CD-Rom - focusing on children from different backgrounds and families.	April, 2005	Outside tutors	Lisburn Racquets Club
7	Rights & Responsibilities Social skills e.g. - interpersonal cooperation; communication; respect for self & others; expression of feelings; lateral - thinking.	18th & 20th April	Outside tutors CRIS; PhaB' PSNI.	Schools & Leisureplex

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[16] SA = St'Aloysius.
[17] Some students only-not whole year groups.

APPENDIX 4

Overview of Year 2 Activities

Year	Activities	Dates	Tutors	Venue
1	All about Ourselves			
2	All about Others. Awareness of multicultural society. Art activities.	March 1st 8th, 22nd & 29th 2006.	Outside Tutor Marilyn Stanford	Island Arts Centre, Leisure - plex
3	Celebrations -St'Patrick and Remembrance Day. Special days and symbols associated with the two traditions in NI. Art and dance activities.	Nov 16th & 23rd; March 7th & 8th.	Outside Tutors Marilyn Stanford, Gillian Johnston & Maura Bell.	Island Arts Centre, Leisure - plex
4	The Chinese New Year. Art, Dance & Music. Providing children with opportunities to interact with their peers from another denomination within the community.	Feb 13th & 14th.	Outside Tutors	
5	Rights and Responsibilities of the child and discrimination. Art and Music, e.g. trust and respect, friendships, relationship building and interdependence.	March 3rd, 9th & 10th	Outside Tutors	Lisburn Racquets Club
6	Multicultural Activity days. Multiculturalism, prejudice and stereotypes. Use of arts, stories and music as well as the interlinks CD-Rom - focusing on children from different backgrounds and families.	Feb 3rd & 6th.	Outside Tutors	Lisburn Racquets Club
7	Conflict, symbols, badges. "Where they come from, what they represent and the emotional impact of badges and symbols".	April/May 2006	Outside Tutors CRIS	Leisureplex.

APPENDIX 5

Terms of Reference

A formative evaluation of the Education for Diversity Project between Harmony Hill, St Joseph's and St Aloysius primary schools

The purpose of the proposed evaluation will be to support and inform the Education for Diversity initiative by identifying key issues in policy and practice, and making informed recommendations for its future operation within evolving educational and social structures. This translates into the following key objectives:

- to document the history and policy context of the programme;
- to document and review the administrative and financial operation of the programme;
- to clearly record the original aims and objectives of the programme;
- to examine the development of a whole-school approach in each of the three schools;
- to identify the strengths and weaknesses of current practice;
- to assess the impact of the programme at pupil, individual staff and institutional level;
- to consider the impact of shifting demographics (and any other factors) on the sustainability of the programme;
- to investigate the response to the programme at systemic level;
- to identify and disseminate the learning experiences to date for wider policy;
- to identify recommendations and possible strategies for the future direction of programme.

Methodology
A qualitative process of data collection is considered the most relevant and most efficient means of gathering representative pupil and professional perspectives within the proposed time line for the evaluation. The following methods are proposed to complete the evaluation :

- initial meetings with the three schools to clarify terms of reference and negotiate access to data;
- analysis of key documents, including original proposal, programmes of action, statistical records, evaluations and any other relevant paper work;
- interviews with programme co-ordinators from each school based on an agreed semi-structured interview schedule;
- interviews with a small cohort of other staff members from each school based on an agreed semi-structured interview schedule;
- interviews with representatives of the Board of Governors from each school based on an agreed semi-structured interview schedule;
- interviews with representatives from IFI, DE and SEELB with responsibility for overseeing community relations;
- interview with key PGCE staff at UU;
- focus group interviews with a cohort of pupils from each school based on an agreed semi-structured interview schedule.

It is proposed that if the terms of reference are accepted, the evaluation will commence in early March. It is anticipated that the combined data collection and tiered interview schedule will be conducted during March and April. Subsequent analysis of data and interviews will be completed during May. The final report, along with recommendations and conclusions, will be submitted in late June, before the end of the school year.

APPENDIX 6

Principal's initial meeting: 11.30am Wednesday 13 April, 2006

1. Clarify Principals' purposes /expectations of the evaluation

2. Clarify purposes/nature of project - hopes for change?
   2a Prompt - levers for change, motivators -motivations, background ?

3.What have they been doing and how well have they been doing it so far?

4**.** Things that are helping or promoting the change - driving forces?

5. Things that are hindering - restraining the project?
   5a Prompt - talk through the Force-Field Analyses

6. Perceived gaps in the project?

7. What could others learn from the project so far?

APPENDIX 7

Individual interviews with principals

1.Purpose/nature of the project and hoped - for change /Outline the development of the project?

2. How and why they started? (starting point/ beginning)
       prompt: *everything they did prior to this ?*

3.What have they been doing? What new practices/procedures/processes have been put in place? (implementation)

4.How are they going to ensure that the new practices/processes carry on? (institutionalisation)
       prompt what do they see as the essential factors to be considered?
       what sort of strategies will they use?

5. Strengths of the project?

6. Areas for Development?

7.Perceived gaps in the project?

8. What could others learn from the project so far? /opportunities**?**

ALSO

talk through time lines

change profile?

force-field analyses?

APPENDIX 8

Interview schedule: teachers

1.With respect to schooling in Northern Ireland: What does the term Community Relations mean to you?

2.What are the elements or facets of community relations work in this school?

3. For schools working in this area what is the most important thing they can do?

4. What could schools do that they are presently not doing?

5. Tell me about the Education for Diversity programme?
   prompts
   What is your understanding of the purposes? What is its value or worth?
   What have been the practices?
   What have been the strengths?
   What have been the weaknesses?
   Factors helping?
   Factors hindering?
   Changes that would improvement the project?

6. Student outcomes of education for diversity project - group use of student objectives? - exercise

7**.** Feelings about the experience of change & the initiation of change?

8. Responses to school initiated change

ALSO

Change profile;
Timeline of change & school - based professional community
Professional Development Needs
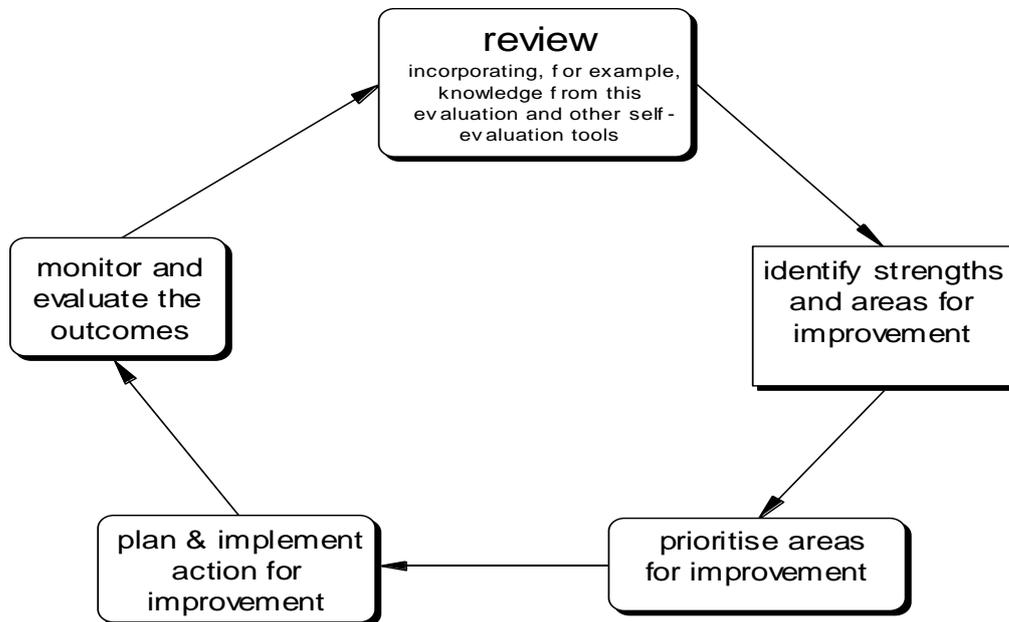
APPENDIX 9

Tools of Enquiry

- *The ISEP Change Profile: Conditions for School Improvement*. The change profile consists of ten items on which teachers are asked to give their school a rating on a four - point scale (where one is negative and four is positive). Each of the ten items are amplified by a short explanatory paragraph, suggesting a key principle of school effectiveness and improvement. The questionnaire was originally used in the Improving Schools Effectiveness Project in Scotland (see, Macbeath and Mortimore, 2003).

- *School - Based Professional Community (Kruse et al, 1995)*. This is a self - completion questionnaire tapping teachers' perceptions of their schools as professional learning communities. The 15 - item scale focuses on school characteristics and processes associated with themes of social and human resources, such as trust and respect, and, structural conditions, such as time to meet.

- *The Time - Line of Change (Ainscow et al, 1994)*. This enquiry tool asks participants to highlight a number of key events associated with a particular school improvement project. It provides a short and convenient record of teachers' perceptions of the trajectory of a particular change.

- *The Experience of Change (Ainscow et al, 1994)*. This technique identifies the emotions teachers have about a specific change. Teachers review a series of 20 cards containing a range of feeling words and then select those that best reflect their own position. This approach legitimates participants talking openly about their feelings, but without forcing any particular words into their mouths.

- *The Initiation of Change (Ainscow et al, 1994)*. This technique taps teachers' commitment to change and their sense of control over it. It also maps the contrast between changes initiated within and outside schools. Two sets of five quotations from teachers for both internal and external change are presented, and participants are asked to mark the one that most closely accords with their own views. There is also an opportunity for participants to add a comment of their own.

- *The Local and Global Citizenship Needs Analysis Parts 1 & 2 (Neill, Poynor and Smith, 2005)*. This document aims to support the thinking processes and decision-making needed to plan professional development in citizenship education. Part 1 of the questionnaire describes a range of competencies associated with local and global citizenship and participants are requested to identify their own strengths and areas for development. Part 2 of the questionnaire is based on the CR-Profile, a research - based self-evaluation tool describing the sorts of classroom activity systems promoted by effective citizenship teachers (Smith et al, 2006). Two responses are required for each of the 30 items. The first focuses on the extent to which respondents agree with the statement as it reflects what is happening in their classrooms and

schools (where we are now). The second indicates how important the respondent feels this characteristic is in creating a more effective classroom for citizenship education.

- *The Diamond Nine (Smith, 2006).* This is a group decision-making exercise requiring participants to place a series of statements reflecting the EDP objectives in rank order. The objective considered to exhibit most evidence for success is placed at the apex of a hierarchical pyramid, the next two below, and the next three below that - and so on.

- *The Card Sort (Smith, 2006).* This technique takes the form of a card sort exercise undertaken in small groups. Participants are asked to consider each of the EDP student learning outcomes in turn - placed on small pieces of card - and then requested to place the goals into one of four categories depending on the strength of their agreement about its importance in an education for diversity.

- *The Things you Learn About at School (Smith, 2001).* This questionnaire allows students to reflection upon their school experiences.

APPENDIX 10

Planning for Improvement

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                        ┌─────────────────────┐
                        │       review        │
                        │ incorporating, f or example, │
                        │   knowledge f rom this   │
                        │ ev aluation and other self - │
                        │    ev aluation tools     │
                        └─────────────────────┘
          ↗                                          ↘
┌──────────────────┐                      ┌──────────────────┐
│  monitor and     │                      │ identify strengths│
│  evaluate the    │                      │   and areas for   │
│    outcomes      │                      │   improvement     │
└──────────────────┘                      └──────────────────┘
          ↑                                          ↓
┌──────────────────┐                      ┌──────────────────┐
│ plan & implement │  ←───────────────    │ prioritise areas │
│   action for     │                      │ for improvement  │
│   improvement    │                      │                  │
└──────────────────┘                      └──────────────────┘
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Appendix 11

The CR- Profiles from Smith et al (2006) - *Learning competencies smart*

Learning competencies smart: an effective educator for community relations in the formal sector will encourage activity systems that, eg:

Are sensitive to the differing experiences of children and deal with expressions of diversity

Promote rich goals for learning and rich concepts of learning e.g., *learning equals meaning-making or creating knowledge as part of doing things with others*

Promote a personal-communal set of classroom norms rather than rational-bureaucratic

Promote respect for human rights

Actively promote children's reflective engagement with their own backgrounds and that of the other main ethnic and cultural group

Promote learning that helps children understand exploitative conditions within public organizations and society more widely

Provide students' with opportunities to change the social injustices they meet by taking social action

Encourage a spirit of inquiry where: children inquire into their own learning; inquiries into learning are made public; children's writing on their experiences and insights into their own learning are displayed

Reflect a view of children as socially competent and their lives as socially embedded

Promote collaboration, dialogue and classroom experiences where learners are more engaged with each other, where more peer helping and reciprocal teaching occurs from which children emerge with expanded potentiality for effective relationships

Overcome barriers to inclusion based on gender, race, social class, disability and religious differences

Reflect a view of personality and identity development as malleable and responsive to change; as opposed to fixed

Demonstrate more of a shared balance of power between adults and children

Help children plan and reflect before proceeding with tasks/projects and to make choices about strategies

Embed classroom work in the life experiences of children

Offer children the opportunity to acknowledge others' viewpoints and to defend or modify their own in the light of new evidence

Allow teachers' to be explicit in describing their positions on sensitive subjects

Focus on social identity issues (e.g., intergroup behaviour in N. Ireland) as well as on personal-interpersonal development.

Figure 11:

The CR- profiles from Smith et al (2006) - *Performance competencies smart*

Performance competencies smart: an effective educator for community relations in the formal sector will encourage activity systems that, e.g.:

Reflect a view of the teachers' role where collaborative working arrangements with other colleagues is seen as essential eg: team teaching; collaborative action research; observing colleagues

Give equivalent time to the study of peacekeeping and peacebuilding to that of conflict and war in the past

Work collaboratively with parents to plan, develop and implement programmes

Develop cross-community contact programmes where, at some stage, group membership is made salient and a topic for discussion rather than ignored

Develop learning experiences which demonstrate progression and continuity

Promote student self-assessment procedures including learning logs

Give the teacher more of a 'guide on the side' than 'sage on the stage' role

Develop authentic forms of assessment that focus on the ability of children to discover and use knowledge (and takes cognisance of children's multiple intelligences)

Make visible the contribution of cross-community contact to the achievement of programme goals

Deal with disempowering classroom language and behaviour in a sensitive and appropriate way, e.g. sexist, racist and sectarian remarks

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